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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Mississippi State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

ED053479

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Title one ESEA

IN Mississippi

Fifth Annual Evaluation Report

EA 003 712

G.H. Johnston, Superintendent

ED053479

INTRODUCTION

The 1969-70 Title I Evaluation from Mississippi is based on the individual evaluations prepared by 129 Local Educational Agencies operating Title I Programs.

Fiscal Year 1970 was the fifth year that local districts received Federal funds for providing compensatory education designed to meet the needs of disadvantaged children.

The report which follows fulfills the obligation of Mississippi to file an annual evaluation report with the United States Office of Education. The report is divided into nine major parts in addition to conclusions and recommendations. Each major part includes specific data requested by the United States Office of Education as well as other relevant information.

W. L. Hearn
Coordinator
ESEA Title I

TITLE I, ESEA
FY 1970

State Annual Evaluation Report to the U. S. Office of Education

1. **Provide the following basic state statistics:**

   A. **Total number of operating LEA's in the state**

      During the school year 1969-70 there were 153 operating LEA's.

   B. **Number of LEA's participating in Title I**
      (1) **During the regular school term only**

         There were 129 participating LEA's during the regular school term.

      (2) **During the summer term only**

         There were 105 participating LEA's during the summer term.

      (3) **During both the regular school term and the summer term**

         There were 132 LEA's participating during both the regular school term and the summer term.

   C. **Number of Title I Programs**

      There were 129 Title I projects approved during school year 1969-70.

   D. **Unduplicated number of pupils who participated in Title I Programs**
      (1) **Enrolled in public school**

         There were 317,936 enrolled in public schools.

      (2) **Enrolled in non-public schools**

         There were 488 enrolled in non-public schools.

2. **During FY 1970 indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits, by type.**

The total number of staff visits were:

A.	Planning	173
B.	Program Development	152
C.	Program Operation	
	1. Fiscal	306
	2. Field Service (General)	305
	3. Construction	17
	TOTAL	953
D.	Evaluation	
	1. Regular state evaluation	43
	2. USOE Elementary Survey	0
	3. Special supplemental evaluation	1
	4. Statistical report	4
	GRAND TOTAL	1001

The composition of professional Title I staff making these district visits consisted of the following positions:

Coordinator	
Assistant Coordinator	
Supervisor of Program and Projects	
Assistant Supervisor of Program and Projects	
Supervisor of Field Services	
Five (5) Assistant Supervisor of Field Services	
Supervisor of Measurement and Evaluation	
Supervisor of Fiscal Section	
Two (2) Assistant Supervisors of Fiscal Section	
One (1) Supervisor of School Nurses	
TOTAL PROFESSIONAL STAFF	15

3. **Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:**

A. **Improve the quality of Title I Projects**

Additional professional staff was employed so that a more comprehensive planning service might be available to the LEA's. This expansion produced projects that were

better written and more relative to the needs of disadvantaged children. The addition of field service staff has allowed the agency to conduct on-site visitation and assist LEA's in program development and implementation.

A comprehensive "Needs Assessment" instrument was developed by the Title I State Office and all participating LEA's were encouraged to use it. This "Needs Assessment" can be found in the appendix. This individual "Needs Assessment" was one of the most needed services rendered by the SEA.

In conjunction with the established Needs Assessment the SEA also developed suggest forms for the LEA to use in determining the eligible Title I schools. Included with this report will be a suggested form that school districts are using in order to identify dropouts.

The SEA developed during FY 70 a Coordinator's Handbook. This handbook contains necessary information needed in order to successfully prepare and complete a Title I Application.

At the State Department of Education, we consider this "The Year of In-Service Training Program". We considered the continual education of the teachers in the field to be of highest priority. Consequently, LEA's were encouraged to conduct in-service and pre-service programs for teachers and aides.

The SEA has developed procedures to be followed on a sequential basis before approval can be given to construction that is being planned as a part of a Title I Application. This procedure has proven to be effective in assuring full utilization of funds and proper emphasis on areas of greatest needs. (See Appendix)

B. **Insure proper participation of non-public school children**

In order for an application to be accepted by the State Title I Office, the LEA's must show evidence of making provisions for non-public school children.

The LEA's are aware that these activities and/or services must be available to those non-public school children that are eligible to participate.

The SEA continuously works with LEA's keeping them informed of their responsibilities under ESEA Title I for local non-public school children.

C. **Modify local projects in the light of state and local evaluation**

LEA's were instructed to develop more comprehensive plans for evaluation. These evaluation plans made it necessary for LEA's to pay close attention to the progress of children.

Standardize tests formed the bulk of the evaluation process but LEA's began to organize and implement "behavioral objectives". Evaluation techniques are now based on criteria performance and individual needs as they are met.

This year there is definite evidence that indicates greater participation and involvement of the community and local school staff in the development of new projects. This has resulted in better school community relations and acceptance of the Title I Program by the general public.

4. Effect upon Education Achievement

A. **What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in non-public schools in your state? On the basis of objective statewide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including non-public school pupils. With standardized achievement test results, compare the achievement of participants in Title I Projects to that of all pupils of the same grade level in the state using current national and statewide norms and specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your state. Indicate the number of Title I participants for which data are presented.**

Table I is a random sample of reading scores showing the successes experienced in reading activities by boys and girls. This section will be reinforced by the supplemental reading report which will be forwarded to the U. S. Office of Education at a later date.

The improvement of reading is the focus of the Title I effort in a majority of projects. A preponderance of Title I projects in the State will incorporate reading activities.

READING DATA

GRADES	LEA	PRE-TEST GRADE EQUIVALENT		POST-TEST GRADE EQUIVALENT		GROWTH	
		*V	*C	*V	*C	PRE *V	POST *C
2	10	1.5	1.6	2.1	2.0	.6	.4
3	10	2.1	2.1	2.9	2.8	.8	.7
4	10	3.4	2.9	3.7	3.4	.3	.5
5	10	3.2	3.4	3.3	3.5	.1	.1

*V—Vocabulary

*C—Comprehension

Reading gains of Title I children are very small. It is very important to remember that progress, small or large, is relative. It is a grave injustice to compare these children to a national norm. It is extremely helpful for one to realize the gains made by these children are relative to where they started. Although according to the national norm these children were "below average", however, they are making progress.

B. **What are the common characteristics of these Title I Projects in your state that are most effective in improving educational achievement?**

The Title I Projects in Mississippi which were considered to be most effective by the State staff usually possessed several common characteristics. This group of projects were, first of all, carefully planned to achieve a limited number of specific objectives. Usually these projects also contained a limited number of activities. Generally the more effective projects concentrated upon the elementary school level rather than upon the secondary.

The more effective educational activities were those that emphasized developmental rather than remedial goals. Small group instruction by special teachers generally achieved more positive results than regular class instruction by the regular teacher. To be effective, however, most activities required a greater variety of instructional materials than were available from regular sources. Also important was the question of coordination of the Title I Program with the regular instructional programs . Generally the more effective projects were able to achieve this coordination. Although the more effective projects had a limited number of activities funded under Title I, there usually were supportive services included to give assurance that social, cultural, and health problems contributing to educational deprivation could also be attacked.

The more successful projects also made greater effort to involve the community and the school in the identification of needs as well as in the planning of the projects. Where such cooperation was present, and where well-prepared, sympathetic teachers focused their attention on the needs of target children, success resulted. A final comment relative to the more effective project also relates to the preparation of teachers for the special tasks assigned them. Most of the more successful projects had an in-service education component. In some instances this component has made it possible for a mediocre project to become a good project.

C. **What evidence, if any, have you found in your state that the effectiveness of Title I Projects is related to cost?**

None of the Title I evaluation studies completed in Mississippi related the effectiveness of Title I Projects to the cost of the projects. The data submitted to the State Title I Office, therefore, cannot be used in any objective manner to draw a conclusion relative to cost effectiveness.

5. **What effect, if any, has the Title I Program had on the administrative structure and educational practices of your state education agency, local education agencies, and non-public schools?**

Title I continues to have its impact on the administrative structure of the local communities. The observations of the State Title I Office indicate that the quality of the programs is directly related to the adequacy of the administration of those programs. The State Agency has given encouragement to LEA's in the establishment of administrative positions to support planning, development, implementation, and assessment of Title I, ESEA projects.

The advent of Title I has made the officials of the non-public school aware of the educational program in the public schools. Title I has and will continue to increase the cooperation between the public and non-public schools on the local level. The State Agency is doing all that it can at this time to promote cooperation between the public and non-public schools. Much closer cooperation has been effected in this area over the past three years but much remains to be done so that the eligible children in all non-public schools will have the opportunity to participate actively in appropriate Title I activities.

At the state level we continue to enlarge our Title I administrative staff. Presently twenty-seven full time equivalent employees are responsible for the administration of Title I.

6. **Additional efforts to help disadvantaged**

A. **If state funds have been used to augment Title I Programs, describe the number of projects, objectives of the programs, rationale for increased funding with state money, and the amount and proportion of total program funds provided by the state for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs if any, supported entirely by state funds which were operated specifically for the educationally deprived.**

No state funds have been used directly to augment the Title I Program.

B. **Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.**

A high level of cooperation existed between Title I and Title VI of ESEA. Title I and Title VI have shared in a number of cases the financial responsibility for the employment of several special education teachers. The coordination and co-operation has made possible, materials and activities to many boys and girls throughout the state who are in need of unique educational activities.

It has been observed that ESEA Title I and Headstart Follow-Through have participated in a number of joint funding programs. Approximately 15% of the Headstart Follow-Through Programs are funding in cooperation with Title I. Examples of this cooperation have been observed in projects from Tupelo Municipal Separate School District, Leflore County School District and Gulfport Municipal Separate School District.

There is ample evidence that will indicate a very strong cooperative attitude in mutual funding projects under ESEA Title I and the Vocational Education Act of 1963.

ESEA Title I and ESEA Title III have cooperated in a number of locally conducted programs in order to provide unique experiences for the educational disadvantaged child.

7. **Evaluate the success of Title I in bringing compensatory education to children enrolled in non-public schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of day and/or the year when projects are offered, the adaptions to meet the specific educational needs of educationally deprived children in non-public schools, changes in legal interpretations, and joint planning with non-public school officials.**

In planning Title I activities for non-public school children, coordinators and superintendents of public schools held several conferences with officials of non-public schools to discuss the most pressing educational needs of non-public school children and to design activities to meet their needs. In addition to personal contact, some LEA's wrote letters to non-public school officials stating the Title I services available to their children and encouraging them to participate in the program in keeping with regulations.

As provided by law, all project applications must make provisions for the participation of eligible non-public school children within the project area. The actual designing, writing, execution of Title I project activities and services is the responsibility of the LEA.

In an attempt to meet the most pressing educational needs of children in non-public schools, varing types and levels of instructional materials and equipment were loaned to non-public schools. Some LEA's provide delivery service for these materials to the non-public schools on a scheduled basis.

8. **How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.**

It is difficult to determine the number of LEA's who conducted coordinated teacher-teacher aide in-service programs for FY 1970. Some reports submitted by the LEA's included programs

for aides and teachers which were locally funded and federally funded, while others reported only those programs which were federally funded. Based upon data reported in the end of year evaluation by LEA's to the State Title I Office, 65 LEA's provided coordinated in-service programs for teachers and aides. Of the 65 coordinated in-service programs reported by LEA's, the period of training for aides and teachers varied from 8 hours to 40 hours. Some of the LEA's reported that the in-service programs were primarily orientation sessions for teachers and aides to meet one another and to make general plans for initiating the project or special activities. A variety of personnel were engaged by the LEA's to conduct their in-service programs for aides and teachers. Many brought in outside consultants from other school districts, from the State Department of Education and from colleges and universities.

In-service training topics reported by LEA's included --Working with the Disadvantaged, Use of Tests, Reading, Individualized Instruction, Use of Instructional Materials, Use of Audio-Visual Equipment and the Writing of Behavioral Objectives. These topics were explored through workshops, demonstrations, lectures, committee work and research.

9. **Describe the nature and extent of community and parent involvement in Title I Programs in your state. Include outstanding examples of parent and the community involvement in Title I Projects.**

Since the beginning of Title I, the Mississippi Department of Education has recognized the need for parent and the community involvement in this educational endeavor. All LEA's have used these valuable resources in varying degrees to make their programs more meaningful.

The SEA provides each LEA with a copy of "Criteria for the Approval of Applications for Grants under Title I, ESEA". As a part of the project planning process, each LEA was required to respond to the statements contained in this publication.

A summary of the evaluation reports submitted by LEA's to the SEA indicates that parents and the community were involved in almost every respect of Title I from project planning to project evaluation. Typical responses indicated that they were involved as follows:

-Served as teacher aides, clerical and library aides
-Assisted in identifying needs of educationally deprived children
-Participated in setting objectives and planning activities for the Title I Program
-Observed Title I classes
-Held conferences with teachers
-Provided transportation to take children on field trips and for medical and dental appointments

Conclusions and Recommendations

Regardless of the nature and limitations of the data, the following conclusions may be drawn:

1. The state has had no history of an organized and intensive effort which attempted to solve the educational problems of the deprived child until the passage of the ESEA Program.

2. The Department has recently organized the Office of Planning and Evaluation which will attempt to avoid duplication of effort or overlapping of services.

3. State-wide, the standardized test results indicate that the "hard core" cases of the deprived who are classified as having below minimum competence are not quite managing to maintain their regular rate of progress.

4. When the Title I effort is analyzed by locally administered measuring instruments and interpreted at the local level, selected "treatment" activities, such as reading, appear to be having a positive effect and that small but steady gains are being made.

5. A definite trend has been established at the elementary level whereby the holding power of the schools is being increased from year to year.

Several recommendations seem clear:

1. The Department should give some thought to the concentration of "funds" from all sources for service to a selected experimental group. The major objective would be to provide a total unified effort in solving the problem.

2. The standardized test data should be refined so that the progress of individual children may be followed as opposed to following groups of children.

3. A longitudinal study is warrented.

4. Test designers should be asked to consider the alternatives of more sensitivity in the lower end of the minimum competence scale in order to measure gain if it in fact occurs.

APPENDIX

PROCEDURES RELATIVE TO CONSTRUCTION OF FACILITIES AND ACQUISITION OF EQUIPMENT FUNDED THROUGH TITLE I' ESEA

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON 39205

G. H. JOHNSTON
SUPERINTENDENT

August 4, 1969

To: Superintendents of Public School Districts

From: G. H. Johnston, State Superintendent of Education

Subject: Procedures Relative to Construction of Facilities and Acquisition of Equipment Funded through Title I, ESEA

The State Department of Education will review Title I, ESEA project applications containing provisions for construction and purchase of equipment in a careful manner and adjudge the approvability of such requests against existing Regulations, Guidelines, and Criteria.

The Law (P. L. 89-10) and Regulations (Section 116.21, Federal Register, page 2748) gives clear indication that construction may be incorporated as an integral segment of a Title I, ESEA program. A United States Office of Education publication (OE-350791, Section II--Guidelines: Special Programs for Educationally Deprived Children) indicates that, "the construction of school facilities for the regular school program is not the purpose of Title I." However, this same publication on page 34 states:

> A portion of an applicant's Title I funds may be used for the construction of school facilities but only if such facilities are necessary to enable the applicant to carry out a specific project as approved by the State Education Agency. This means that the applicant local educational agency must describe the nature and scope of a project that will meet the special educational needs of educationally deprived children. If the State Educational Agency concurs with the applicant that no facilities are available for the proposed project, then it may approve funds for construction under Title I.

The Guidelines on page 34 cite the following concerning funding and scope of construction:

> A Title I project in any fiscal year should not be solely a construction project. The greater portion of the funds allocated to a school district in a fiscal year should be used for operational purposes.

> The scope of construction should be limited to those facilities which are required for a specific project.

Criteria 5.7, Program Guide No. 44, dated March 18, 1968, concerning expenditures for equipment, states that, "all requests for the approval of funds for the purchase of initial or replacement equipment must be fully justified". Project applications containing equipment will be reviewed to ascertain the following:

(a) Appropriateness of equipment
(b) Identification of activities to which equipment relates
(c) Non-availability of existing equipment in inventory
(d) Competence of staff to effect utilization of equipment and/or description of in-service activities to develop competencies.

I. Construction of Facilities

In addition to procedures already adopted for approval of construction involving Title I, ESEA funds (copy attached) local districts requesting construction in Title I, ESEA projects will be required to submit the results of a school facilities utilization study. This study should reflect the type of utilization and extent to which all available space is being used in the school district. Should a school facilities utilization study indicate maximum utilization of existing space, the school district should then conduct a community resources study to ascertain the availability of suitable space for lease or rent which could be used in the conduct of special activities for deprived children. Only after exhaustive treatment of these two areas by the local district and a subsequent determination by the State agency of non-availability of suitable space for special activities and/or services, will construction be considered as approvable.

II. Equipment

Section 116.55 (b) of the Rules and Regulations (Federal Register, volume 32, number 27, page 2752) states:

> Each State educational agency and each local educational agency shall maintain inventories of all other equipment (other than temporarily assigned to a private school) it has acquired with funds under Title I of the Act and costing $100 or more per unit for the expected useful life of the equipment or until its disposition.

The local educational agency shall maintain in accordance with an accurate and up-to-date inventory of equipment acquired through Title I, ESEA and submit with the 1969-70 project application an inventory list of items acquired costing $100 or more per unit. This requirement does not preclude the inventory of equipment nor reporting of such items costing less than $100 per unit.

Requests for approval of equipment in Title I, ESEA project applications shall include such justification as may be necessary to deem the equipment essential to the success of the proposed activities. All requests for equipment will be adjudged as to approvability in keeping with specifications outlined in a previous paragraph.

III. Capital Outlay Limitations

The Regulations, Guidelines, and Criteria do not extend to the State Agency authority to arbitrarily impose on local education agencies limitations with respect to provisions for construction and equipment through Title I, ESEA. The State Agency, however, in making application of the Regulations and Criteria to project applications may determine that certain aspects of projects have not been fully justified and adjudge such to be unapprovable, therefore, imposing limitations on local agencies.

August 4, 1969

PROCEDURES FOR APPROVAL OF CONSTRUCTION INVOLVING TITLE I, ESEA FUNDS

1. Local districts contemplating the inclusion of provisions for construction in a proposed Title I, ESEA project should first discuss the feasibility and practicability of such an endeavor with members of the State Title I, ESEA staff. Advance preparation of this type will serve to facilitate the approval of projects and insure that the proposed construction is in keeping with construction approvable through Title I, ESEA.

2. The local district should secure preliminary architectural drawings of the proposed construction. A statement of estimate of funds needed for construction should accompany the preliminary sketch. This estimate should be made by the architect and would include the square footage and cost per sqaure foot.

3. Approval of preliminary plans must be made by the Division of School Building and Transportation prior to the approval of a project containing construction. The Division of School Building and Transportation will provide to the Title I, ESEA office notice of concurrence of the cost estimate and the adequacy of the proposed construction.

4. Prior to approval of construction in a Title I, ESEA project an on-site visit will have been made by a member of the Title I, ESEA staff or a member of the Division of School Building to attest to the need of such construction by the local district.

5. Final plans and specifications must be approved by the Division of School Building and Transportation within 30 days after the date of project approval. Bids must be received and contracts awarded not later than 90 days after the date of project approval. In no instance shall contracts for construction be awarded after December 31 of the fiscal year in which the construction is to be funded through Title I, ESEA. Copies of the bid tabulations and contract are to be filed, in duplicate, with the Title I, ESEA office as soon as the contract for construction has been awarded.

6. Change orders will be submitted to and approved by the Title I, ESEA office.

7. No construction shall be approved in a Title I, ESEA project which does not allow sufficient time for the local district to advertise and award contracts prior to December 31 of the fiscal year in which the construction is to be funded.

8. Written justification for the request of Title I, ESEA funds included in projects for construction purposes should be comprehensive in nature. This narrative should include such pertinent items as:

    A. Location of proposed construction (school site, relation to existing structures, clear title to site)
    B. Nature of proposed construction
    C. Use to be made of facility when completed (programs of activities)
    D. Needs of children which justify construction
    E. Number of children to be served
    F. Provision for staff, equipage, etc.

G. Funding arrangements

H. Evidence of planning (use of consultative assistance, use of local staff). Be specific as to kind of planning, by whom, when and the conditions which prompted consideration of of this as an essential segment of the Title I program.

9. The district requesting funds for construction must provide written assurance of the non-availability of funds from other sources. Title I, ESEA funds shall not be utilized to cover the cost of construction in districts where the local district has available funds from other sources which can be utilized for the purpose. In instances where available funds from other sources are not sufficient to cover the total cost of construction, Title I, ESEA funds may be utilized to supplement available funds to insure completion of the construction.

10. Once a project has been approved containing construction to be funded through Title I, ESEA no additional funds may be added from Title I, ESEA to support this construction. It is imperative, therefore, that the architect base his estimates on the proposed construction on current cost rather than on an arbitrary figure.

11. Title I, ESEA funds shall not be approved for site purchases. Local districts proposing to use Title I, ESEA funds for purposes of construction should investigate the possibility of other sources of funds with which to acquire sites.

12. Construction utilizing Title I, ESEA funds and involving space for local district administrative personnel, or other district personnel not directly related to the Title I, ESEA program, will take a low priority. In the event of approval of such construction, assurance must be given by the local district that the occupancy of a part of the space will not serve to hinder the effectiveness of the operation of Title I, ESEA activities. Further assurance must be given that the local district will bear, from other funds, a pro rata share of the cost of construction when the facility is to be utilized by the local staff mentioned above.

13. The local district will furnish the Title I, ESEA office a monthly statement, from the architect, of the estimated payments to be made on the construction. This estimate must be in the Title I office not later than the 10th of the month in which the payment is to be made and should be included in the regular request for disbursement.

14. Completion of construction

A. The Title I, ESEA office shall be furnished a copy of the statement by the architect when the building is ready for final inspection.

B. A member of the Title I, ESEA staff shall participate in the final inspection of construction supported by Title I, ESEA funds.

C. The local district should notify Title I, ESEA in writing when the building has been finally accepted.

LOW-INCOME SURVEY
AND
SCHOOL DROPOUTS

School District_____ Date_____

School_____ Grade_____

SUGGESTED PROCEDURE FOR
SURVEY OF CHILDREN FROM LOW-INCOME FAMILIES
FOR 1970 - 71 SCHOOL YEAR

This survey seeks to identify those families who have an income of less than $2,000 a year and have children attending school. (The $2,000.00 figure represents the amount the wage earner or earners have after deductions such as Social Security and income taxes have been withheld)

It is understood that, at best, it is a difficult task for a teacher to perform in making such a judgmental determination. However, the classroom teacher is probably the best qualified staff member to make such a judgment. This procedure recognizes the error factor in asking the teacher to perform this function.

Name of Child	Teacher Judgment Based on $2,000.00 Low-Income Factor-Child from Low-Income Family	
	YES	NO
Totals		

20

_____
Signature of Teacher

SCHOOL DISTRICT _____ DATE _____

SCHOOL _____ TEACHER _____ GRADE _____

SUGGESTED PROCEDURE FOR
LOCATING SCHOOL DROPOUTS

Ask teachers to survey their individual classes (preferably this would be done school-wide the same period) and ask the children to indicate the names of children of school age who for any reason are not attending school. The teacher of an individual class can so arrange the list of out-of-school youth so as to avoid duplication of names. Lists from the several teachers would need to be screened to eliminate duplication.

NAME OF CHILD	APPROXIMATE AGE	REASON NOT IN SCHOOL, IF KNOWN

NEEDS ASSESSMENT SCHEDULE

(SHORT FORM)

State of Mississippi

DEPARTMENT OF EDUCATION

Dr. G. H. Johnston, Superintendent

W. L. Hearn
Coordinator

Albert J. Comfort, Jr., Ed.D.
Assistant Coordinator

TITLE I, ESEA

JACKSON, MISSISSIPPI

March 10, 1970

TO: Superintendents of Public School Districts

FROM: W. L. Hearn, Coordinator, Title I, ESEA

SUBJECT: Needs Assessment Schedule

The following Needs Assessment Schedule is a suggested model that can be used in part or in total by local school districts.

This Needs Assessment Schedule was designed in order to assist local school districts in gathering necessary information for project development under ESEA, Title I. This assessment is on an individual pupil basis and should include every child enrolled in a target area center. This assessment should be conducted during the current school year (1969-70) in order for the information to be used in planning activities for 1970-71 project year.

The State Title I, ESEA Office further recommends that one person in the district be assigned the responsibility for coordinating and conducting the Needs Assessment Program. This individual should utilize the services of local school principals, counselors and classroom teachers as persons most suited to give and collect the needed information.

WLH:lb

_____ Sex_____ Age _____ Grade_____ School_____

Name of Child

NEEDS ASSESSMENT SCHEDULE

Listed are a number of characteristics of children. You are asked to assess each characteristic against the child whom you have identified at the top of this sheet. For each characteristic you will make two (2) check marks. On the left hand side of the page make a check mark to indicate whether or not that characteristic represents a problem area for the child. A "YES" response means this is a problem area. Check the appropriate spot on the right hand side of the page to indicate whether or not you recommend attention be given to the problem. A "YES" response means attention should be given to that area. Please give attention to all items and respond as best you can.

CHARACTERISTICS

Problem Indicated YES	Problem Indicated NO		Recommend Attention YES	Recommend Attention NO
		EDUCATIONAL (GRADES 1-12)		
( )	( )	1.1 Reading	( )	( )
( )	( )	1.2 Language Arts (Comprehension, Spelling Vocabulary)	( )	( )
( )	( )	1.3 Math (Computational, Concepts)	( )	( )
( )	( )	1.4 Science	( )	( )
( )	( )	1.5 Social Studies	( )	( )
( )	( )	1.6 Physical Education - Recreation	( )	( )
( )	( )	1.7 Other (Specify)	( )	( )
		VOCATIONAL-OCCUPATIONAL (GRADES 7-12)		
( )	( )	2.1 Potential Dropout	( )	( )
( )	( )	2.2 Vocational Skills (Building-trades, Metal Work)	( )	( )
( )	( )	2.3 Technical Skills (Auto Mechanics, Welding)	( )	( )
( )	( )	2.4 Business - Clerical Skills	( )	( )
( )	( )	2.5 Family Living Skills	( )	( )
( )	( )	2.6 Orientation to World of Work	( )	( )
( )	( )	2.7 Other (Specify)	( )	( )
		PHYSICAL-HEALTH (GRADES 1-12)		
( )	( )	3.1 Sight	( )	( )
( )	( )	3.2 Hearing	( )	( )
( )	( )	3.3 Nose and Throat	( )	( )
( )	( )	3.4 Skin and Scalp	( )	( )
( )	( )	3.5 Speech	( )	( )
( )	( )	3.6 Teeth and Mouth	( )	( )
( )	( )	3.7 Personal Hygiene	( )	( )
( )	( )	3.8 General Appearance	( )	( )
( )	( )	3.9 Crippled	( )	( )
( )	( )	3.10 Other (Specify)	( )	( )
		SOCIAL-EMOTIONAL (GRADES 1-12)		
( )	( )	4.1 Works in groups, cooperative	( )	( )
( )	( )	4.2 Shares with others	( )	( )
( )	( )	4.3 Interest in school activities	( )	( )

NEEDS		ASSESSMENT	SCHEDULE	
Problem Indicated			Recommend Attention	
YES	NO	SOCIAL-EMOTIONAL (GRADES 1-12)	YES	NO
( )	( )	4.4 Assumes Responsibility	( )	( )
( )	( )	4.5 Restless, inattentive	( )	( )
( )	( )	4.6 Withdrawn, shy	( )	( )
( )	( )	4.7 Care for property	( )	( )
( )	( )	4.8 Relation to other pupils	( )	( )
( )	( )	4.9 Other (Specify)	( )	( )
		OTHER (GRADES 1-12)		
( )	( )	5.1 Regular Attendance	( )	( )
( )	( )	5.2 Deprived Environment	( )	( )
( )	( )	5.3 Food	( )	( )
( )	( )	5.4 Clothing	( )	( )
( )	( )	5.5 Basic Classroom Materials	( )	( )
( )	( )	5.6 Mentally Retarded	( )	( )
( )	( )	5.7 Other (Specify)	( )	( )

_____

Signature of Person Making Assessment

TITLE I ESEA

ASSESSMENT OF NEEDS
TALLY SHEET FOR TEACHERS

Title I, ESEA

Teachers Name | Number of Pupils | Grade | School

PROBLEMS INDICATED — RECOMMEND ATTENTION

CHARACTERISTICS

YES	NO	EDUCATIONAL	YES	NO
		1.1		
		1.2		
		1.3		
		1.4		
		1.5		
		1.6		
		1.7		

YES	NO	VOCATIONAL-OCCUPATIONAL	YES	NO
		2.1		
		2.2		
		2.3		
		2.4		
		2.5		
		2.6		
		2.7		

YES	NO	PHYSICAL-HEALTH	YES	NO
		3.1		
		3.2		
		3.3		
		3.4		
		3.5		
		3.6		
		3.7		
		3.8		
		3.9		
		3.10		

YES	NO	SOCIAL-EMOTIONAL	YES	NO
		4.1		
		4.2		
		4.3		
		4.4		
		4.5		
		4.6		
		4.7		
		4.8		
		4.9		

YES	NO	OTHER	YES	NO
		5.1		
		5.2		
		5.3		
		5.4		
		5.5		
		5.6		
		5.7		

NEEDS ASSESSMENT TABULATION SHEET
Project Year 1970-71

CHARACTERISTICS	GRADE 1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
1.1													
1.2													
1.3													
1.4													
1.5													
1.6													
1.7													
2.1													
2.2													
2.3													
2.4													
2.5													
2.6													
2.7													
3.1													
3.2													
3.3													
3.4													
3.5													
3.6													
3.7													
3.8													
3.9													
3.10													
4.1													
4.2													
4.3													
4.4													
4.5													
4.6													
4.7													
4.8													
4.9													
5.1													
5.2													
5.3													
5.4													
5.5													
5.6													
5.7													
TOTALS													

NEEDS ASSESSMENT SCHEDULE

(LONG FORM)

- GENERAL DIRECTIONS -

The following need assessment schedule is a suggested model that can be used in part or in total by local school districts.

The State office recommends that a need analysis be kept on each child that participates in the Title I programs. This information can be "housed"[1] in the Mississippi Cummulative Record already in existance within the school districts.

Also presented in this section is a suggested chart showing how the need analysis might be summarized. Once the results have been compiled, a priority of needs should be established. Next objectives must be set and a program of activities implemented in order to overcome the needs that have been identified. Evaluation then can become an effective tool so that information gathered will describe just how well our objectives have been met.

The <u>degree</u> to which we have overcome the needs identified will greatly assist in the refinement and development of project activities under ESEA Title I for the next school year. Each project application should begin with a comprehensive needs assessment.

---

[1] Do not enter the information as a permanent part of the records but simply insert the need analysis in the folder for that child.

NEED ASSESSMENT SCHEDULE

A comprehensive assessment of the needs of "target area" pupils should be conducted prior to the development of an ESEA Title I application. The proposed provisions for services, instructional activities and others, shall be evaluated in terms of this documented assessment of needs. Program Guide #44, Criteria 1 and 2, deals with this subject.

A comprehensive assessment of needs will serve two (2) important purposes:

1) Provide positive data of needs on both the target area population and the special educational needs of the educationally disadvantaged children

2) Provide a basis for the establishment of priorities for design and development of project activities and services.

The following need assessment schedule is provided in order to assist the local school districts in adequately developing services and activities for disadvantaged children. This need assessment schedule is divided into three (3) major areas in child development. These areas include:

I Physical Assessment

II Emotional-Social Assessment

III Educational Achievement Assessment

Each of these areas is divided into three (3) parts.

1) The first part deals with the characteristics of adequate or normal functioning or development, and is set up in the form of a rating scale. A YES rating would indicate adequate development or functioning. Correspondingly, a NO rating would indicate inadequacies. The NO ratings should be tallied for a child and then arranged for groups of children to show where the categories of greatest need are at various age levels. Developing a chart on which to note the number of times a particular need is shown should give a clear indication of the priorities for services and programs. When all of the eligible children in a target school have been rated, the school district should have clear evidence of what children's needs are and what its priorities should be in the way of providing services and programs.

2) It is unlikely that any one individual can adequately make a complete rating of a child or a group of children in all three (3) areas. For this reason, a second part, Sources of Information, is presented. In this part an itemized list of agencies and people likely to be able to supply accurate information is included. While the classroom or homeroom teacher would probably have main responsibility for completing the ratings for a particular group of children, other professional staff, community agencies and residents, and the local advisory committee often will have the necessary information for particular items within an area.

3) This last part details the kind of services and programs the children manifesting needs in a particular area are likely to acquire. It is further recommended that when the results of the rating on needs in all three (3) areas, priority should be established on the physical area first, the emotional-social area second, and the educational area third.

_____ Race: ____ Sex: ____ Age: ____ Grade: ____
(Last) (First) (Middle)

I. PHYSICAL ASSESSMENT OF STUDENT

Directions: Please check (✓) Yes or No in the space provided depending on the need characteristic being identified. Also indicate the recommended service or services in section three (3) by a similar check (✓). Remember the recommended service is for the child whose name appears at the top of the need schedule.

1. Characteristics

YES	NO		
____	____	1.1	General Appearance - Very thin or obese, noticeable change in weight, unusually pale or flushed, poor posture, limp. (The child's general appearance is normal.)
____	____	1.2	Eyes - Crossed eyes; inflamed or watery eyes; squinting, frowning, holding book too close to or too far from eyes. (The child can see adequately to perform tasks at both near and far ranges.)
____	____	1.3	Nose and Throat - Persistent mouth breathing, enlarged glands in neck, frequent colds, persistent nasal discharge, odor from nose or mouth. (The child is normal in this area.)
____	____	1.4	Ears - Discharge from ears, turning head to hear, failure to hear well. (The child can hear normal conversation and classroom activity.)
____	____	1.5	Skin and Scalp - Rash on face or body, sores on face or body, numerous pimples, excessively dry or oily skin, bald spots, frequent scratching. (The child has no problem with skin or scalp.)
____	____	1.6	Speech - The child can produce a sound system free of any physically based problem. (When the attention is placed on how something is said and not on what is being said, the child has a speech problem.)
____	____	1.7	Teeth and Mouth - Irregular teeth, stained teeth, cracking of lips at corners of mouth, pale or blue lips, inflamed or bleeding gums. (The child's oral hygiene is normal.)
____	____	1.8	Personal Hygiene - The child is aware and is able to care for his body in such a way as to produce good health habits.

YES NO

1.9 IMMUNIZATIONS:

_____ _____ Diphtheria
_____ _____ Smallpox
_____ _____ Tetanus
_____ _____ Measles
_____ _____ Mumps
_____ _____ Polio
_____ _____ Other _____

Subjective

1.10 Other - Please note all other physical disability and account for them in this section.

_____

_____

_____

_____

_____

_____

2. Sources of Information

Depending on the types of information being sought, the following sources can be used in conjunction with one another.

2.1 The child himself
2.2 The child's family; brothers, sisters, etc.
2.3 Local advisory board
2.4 Teacher aides
2.5 Teachers and other professional staff
2.6 Social Welfare Department
2.7 Health Department
2.8 Other Community Agencies

3. Recommended Services

A "NO" rating in any one of the above ten (10) main categories in "Characteristics" for a child is indicative of the need for further investigation and for follow-up services in the physical area for that child. Since the physical well-being of a child constitutes the absolutely critical foundation for his educational achievement, services in this area are recommended as a top priority. If the below-noted kinds of services either are not readily available through existing agencies or are not in easily accessible locations for the children and their families, then the school district should make provisions for those services which are needed. Among the services for which Title I funds may be used are:

YES	NO		
____	____	3.1	Lunch programs designed to improve the nutritional characteristics of the child. This program should provide the opportunity for the child to not only eat a balanced diet but understand of what a balanced diet consists. The lunchroom is an extension of the classroom insofar as it should provide additional learning experiences in the areas of food preparation, table manners, proper eating habits, basic nutritional value of various foods, etc.
____	____	3.2	Medical examinations by the school nurse or the county health nurse in the area of vision, hearing, skin and scalp. After preliminary examinations by the nurse, referrals can be made to the school doctor, or county health department. After referrals have been made, a follow-up investigation should be conducted on the child to see if the disability has been corrected.
____	____	3.3	Personal Hygiene programs could be incorporated into the regular school program in such areas as, physical education, science or as a special program. Emphasis should be placed on the personal hygiene of the school child, but its carry over value into the home should not be overlooked.
____	____	3.4	Monies may be built into Title I projects for, optical corrections, surgery, rehabilitation therapy, hearing aids, and other corrective devices. Efforts should be made to secure additional assistance from community agencies, local civic clubs and organizations, rehabilitation centers, and the cripple children's division in the State Department of Education. Additional information on referral agencies can be secured from your Chamber of Commerce.
____	____	3.5	Speech therapists may be employed in order to give professional assistance to children needing corrective attention. Equipment related to this area is also eligible under this program. For additional assistance contact the Supervisor of Special Education, P. O. Box 771, Jackson, Mississippi, 39205.
____	____	3.6	Dental services may be secured in order to correct existing deficiencies. Dental hygiene should become a part of the ongoing personal hygiene program. Emphasizing not only <u>what</u> should be done but <u>why</u> it is important.
____	____	3.7	Clothing for the child may be purchased with Title I funds after other sources have been exhausted.

YES NO

_____ _____ 3.8 Other activities determined by the local school district based upon a comprehensive documented assessment of needs.

_____ _____ 3.9 Deficiencies are so numerous a complete physical examination is recommended for this child.

3.10 Other needed services (please be specific)

_____

_____

_____

Assessor: _____

Title: _____

Date: _____

Sample Form

I PHYSICAL ASSESSMENT SUMMARY

Elementary

Example

Children With "NO" Responses / Total in Grades

	1	2	3	4	5	6	Total Negative Characteristics
EYES	13 / 73	15 / 81	11 / 77	11 / 82	13 / 76	11 / 80	74 / 469
NOSE & THROAT	6 / 73	3 / 81	2 / 77	3 / 82	6 / 76	2 / 80	22 / 469
EARS	15 / 73	17 / 81	15 / 77	17 / 82	12 / 76	15 / 80	91 / 469
SKIN & SCALP	3 / 73	2 / 81	3 / 77	3 / 82	4 / 76	1 / 80	16 / 469
SPEECH	17 / 73	19 / 81	20 / 77	11 / 82	16 / 76	14 / 80	97 / 469
TEETH & MOUTH	17 / 73	19 / 81	17 / 77	16 / 82	19 / 76	17 / 80	105 / 469
PERSONAL HYGIENE	22 / 73	31 / 81	21 / 77	23 / 82	27 / 76	21 / 80	145 / 469

NOTE: From the above summary it would be obvious that monies under ESEA Title I be programmed in the areas of: (1) personal hygiene, (2) dental hygiene, (3) speech, (4) auditory screening, (5) visual screening. School districts could concentrate these activities on specific children because of the individual approach used in assessing needs.

Sample Form

I PHYSICAL ASSESSMENT SUMMARY

Secondary

Example

Children With "NO" Responses / Total in Grades

	7	8	9	10	11	12	Total Negative Characteristics
EYES	12/75	14/67	7/59	3/57	3/53	2/50	41/361
NOSE & THROAT	3/75	6/67	0/59	0/57	1/53	0/50	10/361
EARS	11/75	10/67	7/59	3/57	2/53	3/50	36/361
SKIN & SCALP	3/75	2/67	0/59	0/57	1/53	1/50	7/361
SPEECH	16/75	8/67	6/59	4/57	3/53	2/50	39/361
TEETH & MOUTH	10/75	7/67	4/59	3/57	0/53	1/50	25/361
PERSONAL HYGIENE	16/75	13/67	8/59	3/57	6/53	1/50	47/361

NOTE: From the above summary one could justifiably program ESEA Title I monies in the following areas: (1) personal hygiene, (2) visual screening, (3) speech therapy, (4) auditory screening, and (5) dental hygiene. These programs could be conducted on an individual basis because of the individual approach used in the need assessment process.

Name: _____ Race: ____ Sex: ____ Age: ____ Grade: ____
(Last) (First) (Middle)

II. EMOTIONAL-SOCIAL ASSESSMENT

Directions: Please check (✓) Yes or No in the space provided depending on the need characteristic being identified. Also indicate the recommended service or services in section three (3) by a similar check (✓). Remember the recommended service is for the child whose name appears at the top of the need schedule.

1. Characteristics

Indications of normal behavior have been cited. A child would not receive a "NO" rating in a category unless he manifested the particular behavior consistently over a prolonged period of time. Moreover, the particular age and experiential levels of a child would need to be taken into consideration. Finally, more than one person should provide ratings since a child's overall behavior can vary from situation to situation. All statements are in terms of the child's behavior.

YES	NO		
____	____	1.1	Can work in a group situation without difficulty
____	____	1.2	Participates effectively with peer groups
____	____	1.3	Assists other children as requested or needed
____	____	1.4	Shares well in games and in groups
____	____	1.5	Can use basic equipment appropriate to age level
____	____	1.6	Has interest and curiosity in his environment
____	____	1.7	Shows consideration and concern for others
____	____	1.8	Assumes responsibility for actions a. Understands self and why he behaves the way he does b. Understands consequences of actions
____	____	1.9	Sets appropriate personal goals
____	____	1.10	Reasonable care and consideration is shown for objects, possessions, and school property

2. Sources of Information

2.1 The child himself

2.2 The school counselor

2.3 The Cumulative Record

2.4 The teacher

2.5 The teacher aide

2.6 Other school personnel

2.7 Community agencies; Welfare, etc.

2.8 Family doctor

2.9 Family minister

3. Recommended Services

(Please check (✓) Yes or No if you recommend that this child receive the following service or services.)

The Emotional-Social area is a difficult area to assess. A child who receives a "NO" rating on only two (2) or three (3) of the items can in all probability be assisted by the regular school staff within the classroom setting. A child receiving a "NO" rating for half or more of the items may very well need special attention above and beyond what can be provided by the regular instructional staff. A child receiving a "NO" rating for more than half of the items will undoubtedly need special attention on a continuing basis. When a child receives such a rating, the physical area should also be carefully weighed to ascertain the extent to which the Emotional-Social area is being influenced by the physical one. A check on the child's behavior outside of school should also be made to see if it differs from his school behavior. If so, then he may just need a change in classroom environment rather than special psychological assistance. Title I funds can be expended in the following areas if these services are unavailable or unaccessible to the children or their families:

YES	NO		
____	____	3.1	Psychological examinations by qualified psychologists in order to determine child's intellectual capacity.
____	____	3.2	Employment of a school counselor so that individual attention can be given to children. (A counselor can adequately work with about 500 children.)
____	____	3.3	Employment of para-professionals to assist counselor so that more individual attention can be given to children.
____	____	3.4	Employment of special personnel to work with the home and school. (Improvement of home-school relationship; improve attendance; increase parental support, etc.)
____	____	3.5	Provide social worker (Welfare Office) with names of children who need addition-assistance in their home environment.

YES	NO		
____	____	3.6	Provide school counselor with the opportunity to work with children in small groups (Scheduled group activities).
____	____	3.7	Provide special enrichment experiences for the child. (Field trips, supplemental materials for non-readers, games and play activities.) Build on successful experiences and use audio-visual aids as supplement to classroom activity.
		3.8	Other needed services (please be specific)

_____

_____

_____

Assessor: _____

Title: _____

Date: _____

Name: _____ Race: ____ Sex: ____ Age: ____ Grade: ____
(Last) (First) (Middle)

III. EDUCATIONAL ACHIEVEMENT ASSESSMENT
(Grades 1-6)

Directions: Please check (✓) Yes or No in the space provided depending on the need characteristic being identified. Also indicate the recommended service or services in section three (3) by a similar check (✓). Remember the recommended service is for the <u>child</u> whose name appears at the top of the need schedule.

This area is highly sensitive to a child's unmet needs in the preceding areas. It is a known fact that a hungry or emotionally distressed child-regardless of his intellectual potentials-simply cannot learn as well as a child of comparable intelligence whose basic needs have been met.

Due to the critical importance of the cognitive-language processes and tasks to all subject matter areas, the below-noted characteristics are primarily centered on these processes and tasks. The main focus in these characteristics is on the elementary level with particular attention given to the early grades. However, in each case the below-noted characteristics can be adapted and used at the secondary level. For each item, the rating for a child should be based on his <u>general consistency</u> in being able to perform the task or behavior stated. Each of the below-noted items are stated in terms of the child.

1. <u>Characteristics</u>

YES	NO	
____	____	1.1 The child is curious and exploratory about new ideas, objects, and situations
____	____	1.2 The child is sensitive to his perceptions of the world around him
____	____	1.3 The child can express synonyms and antonyms for familiar works; e.g.,day-night, up-down, pretty-beautiful, etc.
____	____	1.4 The child can group objects, words, sentences, paragraphs, math problems, etc., (depending upon his age) into general categories, e. g., fuzzy, smooth, fluffy, rough, are all examples of textures or the way things feel
____	____	1.5 The child has a very good vocabulary and does not error on his use of common words
____	____	1.6 The child can comprehend what he reads

1. Characteristics (Cont.)

YES	NO		
____	____	1.7	The child can effectively define an abstract word (e. g., furniture, employment) and give appropriate examples (e. g., chair, table, bed; farmer, teacher, clerk)
____	____	1.8	The child shows resourcefulness in acquiring information on or supplying illustrations for a topic or project of personal interest
____	____	1.9	The child can adequately relate and use his experiences in discussing a particular subject or topic in his class
____	____	1.10	The child can appropriately describe an event or process, e. g., growing corn, coming to school, a flower, playing, etc.
____	____	1.11	The child can appropriately raise questions, answer questions, and participate in discussions
____	____	1.12	The child can work alone and over a sustained period on projects of personal interest

2. Sources of Information

2.1 The child himself
2.2 Observations of child's behavior by the counselor
2.3 Observations of child's behavior by teachers, aides, and other professional staff
2.4 Results of group standardized tests- both achievement and intelligence
2.5 Standardized and locally developed tests
2.6 Development and application of criteria for various grade levels stated in terms of what tasks the child is expected to perform
2.7 Special Diagnostic Reading Tests will indicate specific areas in reading activities where the child is in need of additional assistance

3. Recommended Services

A "NO" rating in all or most of the above noted items for a child is indicative of the need for special follow-up testing and a program in the area of basic cognitive-language task. (A reading program will not suffice.) The problem is one involving the development of background experience and oral language before any instruction in reading using commercially prepared materials or in conjunction with reading and subject-matter instruction. With these comments in mind, the services for which Title I funds may be expanded are:

YES	NO	
____	____	3.1 Language development programs, including reading and speech improvement and tied in with other academic subjects and the fine arts
____	____	3.2 Fine arts programs, involving the graphic and performing arts
____	____	3.3 Academic subject programs using small groups if the "NO" ratings are only limited to a particular subject-matter, e.g., math
____	____	3.4 Instructional aide program which brings high school or community residents into the program to assist the particular students involved
____	____	3.5 Special testing program involving standardized tests and locally developed tests and checklists for diagnostic purposes. Aides can also be used to assist with this program
____	____	3.6 Special Diagnostic Reading Tests are available that measure the exact reading skills mastered by the child (Primary, elementary, and secondary levels.)
____	____	3.7 Other recommended activities (Please be specific.) _____ _____ _____

ADDITIONAL AREAS IN NEED OF IMPROVEMENT

(Non Reader)

YES	NO	
____	____	Listening comprehension and speech
____	____	Visual perception of word elements

ADDITIONAL AREAS IN NEED OF IMPROVEMENT (Cont.)

YES	NO	
____	____	Auditory perception of word elements
____	____	Phonic abilities
____	____	Learning rate (remembering)
____	____	Reading Interest
		Other

_____

_____

_____

(Primary Grade Level)

YES	NO	
____	____	Listening comprehension and speech
____	____	Word analysis abilities
____	____	Oral reading abilities
____	____	Silent reading and recall
____	____	Reading interest and effort
____	____	Other

_____

_____

_____

(Intermediate Grade Level)

YES	NO	
____	____	Listening comprehension and speech
____	____	Word analysis abilities and spelling
____	____	Oral reading abilities
____	____	Silent reading and recall
____	____	Speeded reading abilities
____	____	Study abilities
____	____	Reading interest and effort
____	____	Other

_____

_____

_____

Assessor: _____

Title: _____

Date: _____

Name: _____ Race: _____ Sex: _____ Age: _____ Grade: _____
(Last) (First) (Middle)

IV. EDUCATIONAL ACHIEVEMENT ASSESSMENT AND VOCATIONAL INTEREST (Secondary) (Grades 7-12)

Directions: Please check (✓) Yes or No in the space provided depending on the need characteristics being identified. Also indicate the recommended service or services in section three (3) by a similar check (✓). Remember the recommended service is for the student whose name appears at the top of the need schedule.

This area is highly sensitive to a student's unmet needs in the preceding areas. It is a known fact that a hungry or emotionally distressed student-regardless of the intellectual potentials-simply cannot learn as well as a student of comparable intelligence whose basic needs have been met.

In attempting to assess the educational needs of secondary school pupils it becomes necessary to approach this area on an individual basis. The student pass performance on both standardized and teacher made tests must be taken in consideration and in conjunction with the students grades, attendance record, activities, work experience and vocational aspirations.

For each item listed below the student should be rated based on his general achievement. Each of the below noted items are stated in terms of students.

YES	NO		
_____	_____	1.1	The student is able to read adequately for his grade level. (able to master content)
_____	_____	1.2	The student is achieving adequately in the science area. (able to master content)
_____	_____	1.3	The student is achieving adequately in the mathematics area. (able to master content)
_____	_____	1.4	The student is achieving adequately in the social studies area. (able to master content)
_____	_____	1.5	The student is interested in school work.
_____	_____	1.6	The student attends school regularly.
_____	_____	1.7	The student is interested in working with his hands.
_____	_____	1.8	The student, according to his present achievement pattern, will graduate.
_____	_____	1.9	The student will enter the work force after graduation from high school.

YES NO

_____ _____ 1.10 The student is interested in extra curricular activities. List: _____

_____

_____

_____ _____ 1.11 The student receives encouragement from home.

_____ _____ 1.12 The student has a part-time job after school. (Type: _____)

Subjective 1.13 The student's major area of interest is

_____

Subjective 1.14 The student's strongest asset is in

_____

Subjective 1.15 This student is behind grade level in : (Subjects) _____

_____

_____

_____

_____

2. Sources of Information

2.1 The child himself
2.2 The school counselor
2.3 The cumulative record
2.4 The teacher
2.5 Teacher aide
2.6 Other school personnel
2.7 Individual student grades
2.8 Standardized (Group) Test
  a) Aptitude
  b) Achievement
  c) Interest Inventories
  d) Scholastic Ability

3. Recommended Services

(Please check (✓) Yes or No if you recommend that the student receive the following assistance.)

YES NO

____ ____ 3.1 Special remedial reading activities.

____ ____ 3.2 Special remedial mathematics activities.

____ ____ 3.3 Placement in a business mathematic activity.

____ ____ 3.4 Special remedial science activities.

Subjective 3.5 Individualized attention in:

_____

_____

_____

____ ____ 3.6 Placement in enrichment activities.

____ ____ 3.7 Placement in vocationally orientated courses.

____ ____ 3.8 Placement in occupational orientation activities.

____ ____ 3.9 Special assistance from counselor.

____ ____ 3.10 Special remedial work in English.

Subjective 3.11 Other_____

_____

_____

It would be well to mention at this point that special curricular evaluation or modification may be needed. In order to meet the individual needs of the students the curricular area must constantly be evaluated in terms of these individual student needs. Extra curricular activities, in order to be successful, must be formulated in terms of individual student interest.

Assessor:_____

Title:_____

Date:_____